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ABSTRACT

This report provides an analysis of state policies to identify specific policy barriers to identification of gifted students and to locate states with model policies to facilitate the identification of underserved gifted students (culturally diverse, economically disadvantaged and students with disabilities). The analysis of each state's documents looked at six areas: (1) legislation; (2) definitions of "gifted"; (3) standard identification practices; (4) nonstandard identification practices; (5) due process and grievance procedures; and (6) specific references to gifted students from special populations. Forty-three states have policies on screening. Formal identification often relies on the use of multiple criteria with 46 states incorporating outside school activities, work samples or products and 43 states including measures of creativity. Thirty-three states have mandates for gifted education which are supported by some level of funding. Forty states specifically mention culturally diverse gifted students and 38 include economically disadvantaged children. Students with learning disabilities are addressed by 38 states, and students with sensory and physical disabilities are mentioned by 36 states. Overall findings indicate that, although state policies do not appear to be preventing full services to special populations, program demographics indicate underrepresentation of special groups. Four possible barriers are postulated including: lack of local understanding of state policies; fear of overwhelming numbers if identification is "opened"; lack of resources; and lack of ownership by individuals from special populations towards the program for gifted students. The content analysis matrix is appended. (9 references) (DB)

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REPORT ON STATE POLICIES RELATED TO THE IDENTIFICATION OF GIFTED STUDENTS

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Gifted Education Policy Studies Program

Report on State Policies Related to the Identification of Gifted Students

Executive Summary

The Gifted Education Policy Studies Program, under the direction of James J. Gallagher at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, was established to analyze and seek solutions to two major issues which interface with providing full educational services to gifted students. These issues are: (1) state and local policies regarding eligibility for gifted programs for special populations of gifted students (culturally diverse, disabled, and economically disadvantaged); and (2) educational reform efforts (cooperative learning and the middle school movement) which may affect services designed for gifted learners.

In examining the first issue, underserved gifted students, an analysis of existing state policies was conducted to identify specific policy barriers to identification, and to locate states with model policies which facilitate the identification of underserved gifted students. Site visits to three states, which seem to have policies which enable broader identification of gifted students, will be conducted to determine how this goal has been accomplished. As a result of this work, legislative designs will be developed as models for states wishing to address this issue. The following report shares the results of the initial state policy analysis.

State level policies related to the identification of gifted students from special populations, e.g., culturally diverse, economically disadvantaged, and students with disabilities, were reviewed. An analysis of each state's documents was completed looking at six major areas: legislation; definitions of "gifted;" standard identification practices; non-standard identification practices; due process and grievance procedures; and specific references to gifted students from special populations. The data from the initial analysis was verified by the state directors of gifted programs.

This analysis revealed that there is a range of attention being given to these gifted students and that state policies tend to be permissive and inclusive regarding identification and services. The response to gifted students with diverse needs has take a variety of forms. Some states have developed communication, recruitment, and child find strategies to increase public awareness about gifted programs among community members from special populations. Forty-three states have policies on screening to locate gifted students. Screening strategies help to ensure that gifted students from special populations are not overlooked. These strategies can include checking all student files for automatic referral, increasing teacher awareness and expertise in recognizing "non-traditional" gifted students, and using student portfolios and autobiographies.

The formal identification, or placement strategies often rely on the use of multiple criteria to locate gifted students. Although 49 states include measures of aptitude and ability for identification, other criteria are often suggested as well. Forty-six states incorporate outside school activities, work samples, or products, 43 include measures of creativity, and many states permit input from teachers, parents, students, and other sources to assist with the decision making. Additional ideas for placement include the use of child study teams, portfolios, re-testing, alternative criteria, and pre-program trial periods to identify gifted students from diverse backgrounds.

In looking at legislative issues related to gifted students, 33 states have mandates for gifted education which are supported with some level of funding. This funding, however, is only partial funding. Fourteen states have no mandates for the education of gifted students. The state mandate, even if only partially funded seems to be a critical step toward full services for gifted students. The mandate sets the goal of service and thereby permits advocacy groups to work on behalf of students who may be underserved.

In order to get at the heart of the status of the states' policies addressing special populations, the language of the documents was carefully analyzed to see which populations were included. Forty states specifically mention culturally diverse gifted

students, and 38 include economically disadvantaged youngsters. Students with learning disabilities were addressed by 38 states, and students with sensory and physical disabilities were mentioned by 36 states. The majority of states have addressed this issue through the development of written policies which call for the recognition, identification, and provision of services to these students.

The overall findings indicates that state policies do not appear to be preventing full services to special populations. However, demographics on actual programs for gifted students, indicate that we have not reached this goal. Four possible barriers to full services for gifted students were postulated: lack of local understanding of state policies; fear of overwhelming numbers if identification is "opened;" lack of resources to meet increasing and diverse needs; and lack of ownership on the part of individuals from special populations towards the program for gifted students. Further investigation of these issues was called for. It is clear that merely placing policies on paper does not, by itself, guarantee that action will be taken.

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Introduction

Educators of gifted students have long been plagued with the difficulty of matching identification practices with actual student abilities. This issue has affected some groups of students more than others (Fraiser, 1987; Baldwin, 1987). Students who have often been overlooked by limited identification practices, such as exclusive reliance on intelligence tests, include those from culturally diverse populations, economically disadvantaged families, and students with disabilities (VanTassel-Baska, Patton, & Prillaman, 1991; Richert, 1991).

This identification dilemma has been addressed by several states through the development of state policies which guide local districts on the process of locating individuals who can be included in programs for gifted students. In this report, we will present the ways state policies have dealt with the identification of gifted students from special populations.

State Policy Analysis

State Directors of Gifted Programs were asked to participate in a study of their states' existing policies in order to form a picture of current practices which relate to the identification of gifted students from special populations (culturally diverse, economically disadvantaged, and disabled). Each state director of gifted education was asked to send documents pertaining to his/her state's identification practices for students of outstanding gifts and talents. The following types of information were requested:

1. state laws, mandates, regulations, and guidelines related to gifted education
2. state definition of "gifted" and areas addressed by gifted education
3. descriptions of identification methods, procedures, and guidelines (including tests used as well as other identification and screening tools)
4. statements of philosophy and/or goals for gifted education

5. procedural information on the identification or placement of gifted students who do not meet the standard identification guidelines (alternative identification, due process, etc.) and
6. any information dealing specifically with the identification and programming for gifted students who are culturally diverse, economically disadvantaged, disabled, or in some way at risk for non-identification.

All fifty state directors of programs for gifted students responded by sending documents and by cooperating when additional information was requested.

Development of the Analytic Matrix

The documents were reviewed using an information matrix developed to analyze the contents of the policies. This method of research involves the collection of information from primary source documents which are intended to give official policies. The documents are "interviewed" to gain an understanding of the adopted policies (Bogdan & Biklen, 1982).

The content analysis included questions along these domains: legislation, definitions, standard and non-standard identification, due process, and the identification of special populations. Prior to use, the matrix of state by policy (see Appendix A) was reviewed and revised by the National Advisory Board for the Gifted Education Policy Studies Program, experts in the field of education for gifted students.

In addition to the review and refinements, the instrument was piloted in five states, and guidelines for its further use were developed (see Appendix B). The guidelines defined terms and provided directions for decision making to ensure consistency in coding choices. A three option coding system was defined and used as follows:

YES: In order to code as "yes," information must be specifically stated within the documents.

UNCERTAIN: In order to code as "uncertain," information must be inferred but NOT specifically stated, or, the question must not be answerable with a clear "yes" or "no" based on the information given.

NO: In order to code as "no," information must be specifically included as a negative, or, it cannot be inferred from the information provided.

Content Analysis Procedure

After the development of the matrix and guidelines, the documents from all fifty states were analyzed using the matrix questions. The initial analysis was done by one of the investigators, and a random follow-up analysis of ten states was done by two other staff members to ensure consistency of the findings. This process revealed some difficulties with the interpretation of state policies, and it was decided that a final verification of the analysis data by each state director of programs for gifted students would be needed to ensure accuracy.

Accordingly, each state director was sent the information for his/her state along with the guidelines for coding. The directors were asked to check the coded responses for accuracy and to note any changes in policy interpretation. On receiving the director's feedback, the documents were reexamined to reconcile the differing interpretations. If there were any questions of policy intent, the state director was called to discuss the findings with specific reference to the written policies.

Initial Findings

During the analysis of the state documents, information was noted about the actual practices being used to address special populations of gifted students. These practices were clustered around four areas: awareness, screening, formal identification, and program initiatives.

Awareness. Many of the states wished to take steps to alert individuals in these special populations of the availability of programs for gifted students. The specific goal of

awareness was to encourage the referral of promising students and to promote greater program participation. In some cases, this awareness was done in collaboration with other state agencies, but, in other instances, the goal was to reach families and community members on their own ground and in their own language. Some of the specific strategies noted were:

1. establishing an advisory council with cross cultural representation to assist with the development and monitoring of state policies relating to gifted students
2. conducting a formal community awareness campaign to recruit support and resources for talent development
3. conducting an annual "child find" in cooperation with community and other state agencies to locate gifted students who may have been overlooked.

Screening Procedures. The use of a variety of screening procedures is a key step in the determination of eligibility in many programs for gifted students. The screening process identifies a large pool of potentially eligible students. Then a more thorough review determines final eligibility. At the point of screening, many nontraditional gifted students are ignored and are never given a chance to receive the thorough evaluation needed to establish their eligibility. Some of the strategies that have been suggested for screening are:

1. screening all student files for indications of giftedness
2. requiring staff development of regular education staff to increase their ability to recognize nontraditional gifted students
3. encouraging the use of a checklist to help teachers recognize underachieving students who may be gifted
4. developing student profiles and case study examples of nontraditional gifted students
5. encouraging the use of autobiographies to assist with the identification of gifted students from special populations

6. automatically referring all students who reach a certain score (i.e., 85 percentile), further assessment on standardized tests.

Formal Identification Procedures. This is the point at which students who have been screened, or otherwise referred, receive the review that will determine their eligibility for the special services. States have generally focused upon the use of multiple criteria to aid in the identification of nontraditional gifted students. Some of the strategies used are:

1. encouraging the establishment of child study teams to make the placement decision, design Individual Education Programs (IEPs), and coordinate services for gifted students with special needs (including medical and other support personnel when needed)
2. using multiple identification criteria with the clause "no single criterion should prevent identification..."
3. using portfolios of student work samples to document giftedness together with rating scales to assess the work in the portfolio
4. developing guidelines on how to use "subjective" information to assist with placement decisions
5. reevaluating or retesting students who show compelling reasons why their existing scores underestimate their true abilities (family crisis, language difficulties, illness, etc.)
6. automatically retesting students who fall within one standard error of measurement below the score needed to qualify for program services
7. using alternative identification methods to place gifted students from special populations
8. using a 'pre-program' trial period where students participate in experiences designed to see if they would benefit from inclusion in the program for gifted students

9. developing a handbook on multicultural/nonsexist education for gifted students, with specific information on identification of special populations of gifted students.

Program Initiatives. Some states have developed strategies designed to encourage local districts to serve a wider population of gifted students. These initiatives include providing a variety of incentives for the identification of gifted students from special populations:

1. encouraging local innovative programs for underserved gifted students (i.e., grants, awards, special honors)
2. encouraging alternative program options for students who are underachieving, though gifted
3. assisting regular classroom teachers in meeting the needs of bright students who are not placed in the gifted program and reevaluating these students at a later time
4. using mediation to settle disputes and grievances with parents or others about the selection process.

A matrix of program initiatives being tried by different states is currently being compiled. This matrix is intended to assist state directors wishing to explore ways to increase identification and services for gifted students with special needs.

Results of the Content Analysis

Descriptive statistics were used to look at the overall results of state level policies concerning special populations of gifted students. Each area of the analyzed matrix was used to gain a portrait of the combined efforts of the states to address special populations of gifted students. The information on individual states has been provided in Appendix A for those interested in a particular state's profile.

Policies Regarding Legislation

The first section of the matrix includes questions regarding state policies related to mandates, funding, and the existence of a state level coordinator for gifted programs. These three initiatives are seen as critical indicators of state level support for the appropriate education of gifted students.

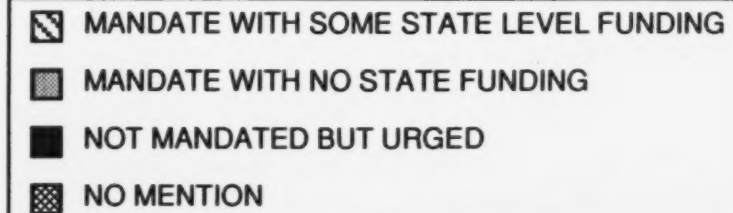
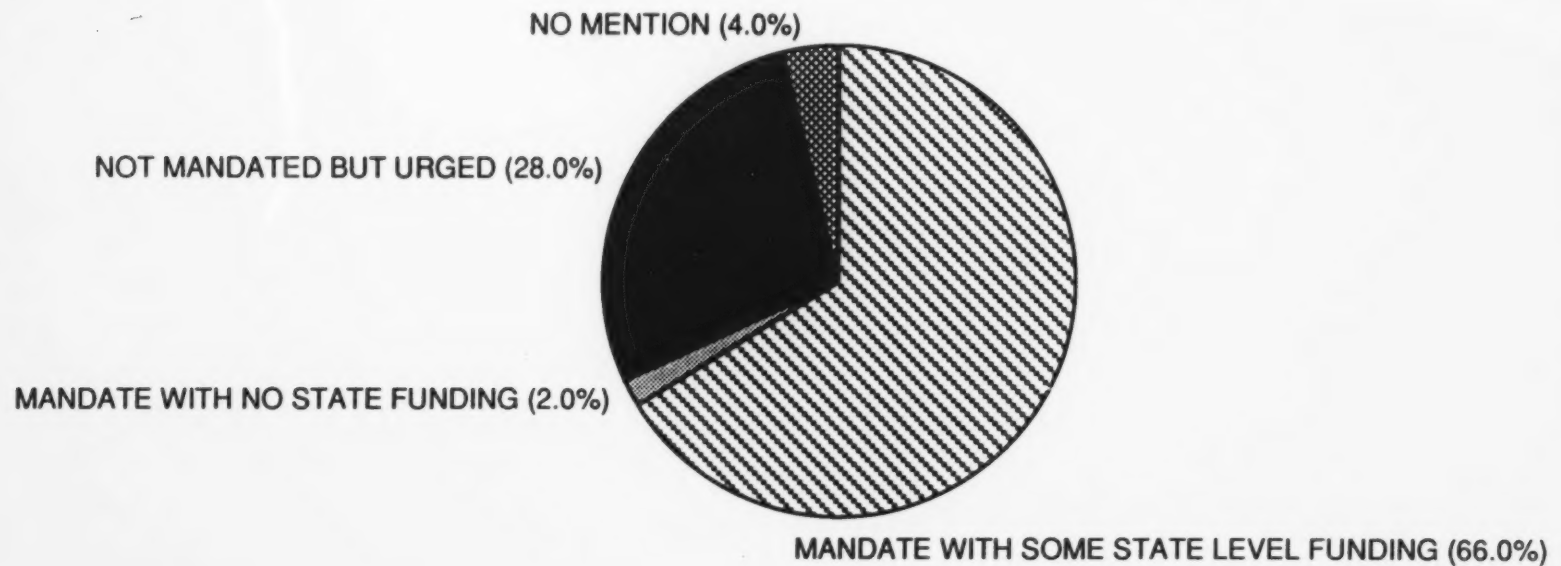
Legislative Mandate. At the time of this study, over half of the states (66%) have some type of mandate regarding attention to gifted students which is supported, to some degree, with state funding. The levels of funding which accompany state mandates vary widely. One state, for example, has a mandate for the appropriate education of gifted students which is accompanied by state funds; however, these funds are issued under a cap for the number of students that can be included. This means that, in spite of the mandate, 32,024 out of 73,468 gifted students are currently being served without the benefit of additional state monies. This is not an unusual example; in fact, the funding structure for most states provides only partial support for students identified as gifted. In addition to existing limited financial support for gifted students, many states face budget reductions which are expected to further erode the funding for programs for gifted students. Only one state has a mandate in place that does not allocate some state monies to fund additional services for gifted students. Figure 1 shows that In fourteen states (28%), there are currently no state level mandates for the education of gifted students. While these states may urge appropriate services for gifted students, and some may even provide state funds for this purpose, both services and funding are felt to be precariously dependent on the whim of decision makers and the condition of the budget. At the current time, two states have no policies related to the education of gifted students leaving this entirely to the discretion of the local school systems.

State Coordinators. In addition to mandates and funding, another sign of state level concern for the education of gifted students is the appointment of a state coordinator in

Figure 1

STATE MANDATION OF GIFTED EDUCATION

(Percent of states in each category)



this area. Currently 49 states have a person designated for gifted education; one state does not. The roles and responsibilities of these people vary greatly from sole charge of gifted education to responsibilities for all exceptional students.

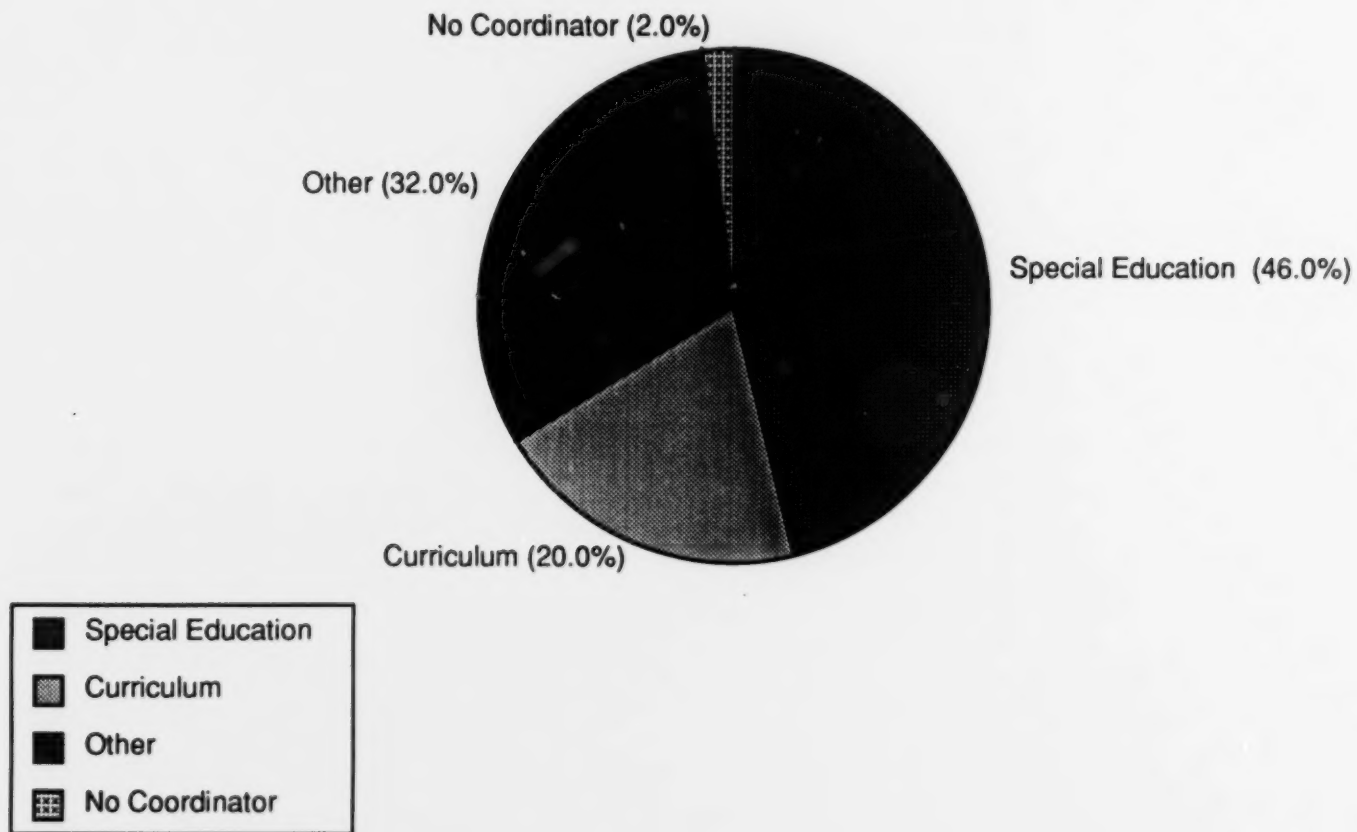
Figure 2 indicates the location of the state directors of gifted education within the state education departments. Twenty-three are housed within the special education division (46%), ten are placed under curriculum and instruction (20%), and 16 are located in other areas within the state organization (32%). The provision of these three areas of state support (state mandates, funding, and administrative leadership) is related directly to the level of services provided for gifted students. Each area is important to the overall state leadership. However, the critical variable seems to be the mandate for appropriate services.

Some observers feel that the presence of a state mandate, without accompanying funding, creates the illusion of support without the reality, and produces a type of political fraud. However, the situation is more complex than that. A mandate is a statement of a desired goal on the part of the state even if that goal is not realized. The state always has more policies than funds and must arrange them in a type of priority. As such, the mandate to provide an appropriate education for gifted students creates an expectation of what should be happening at the local level. It provides a type of permission and approval for parents to seek out special services for their gifted children. The mandate also serves as a moral and political base for those wishing to advocate greater allocation of funds to this purpose. For these reasons, a mandate needs to be seen as a part of the process of obtaining desirable programming for gifted students.

The location of the coordinator for gifted services is also an important issue. The placement of the program under special education in the state department of education subjects it to the policies of special education many of which were set by the federal government in Public Law 94-142. This requires the provision of such elements as an Individual Education Program, procedures for due process, and various types of parental

Figure 2

LOCATION OF STATE COORDINATORS FOR GIFTED*



* There were no coordinators in Testing and Psychology.

empowerment regulations. Since the organizational pattern for state special education is often reproduced at the local school level, the placement of the program for children with outstanding gifts and talents at the local level is often set by the state policy.

Definitions of Gifted

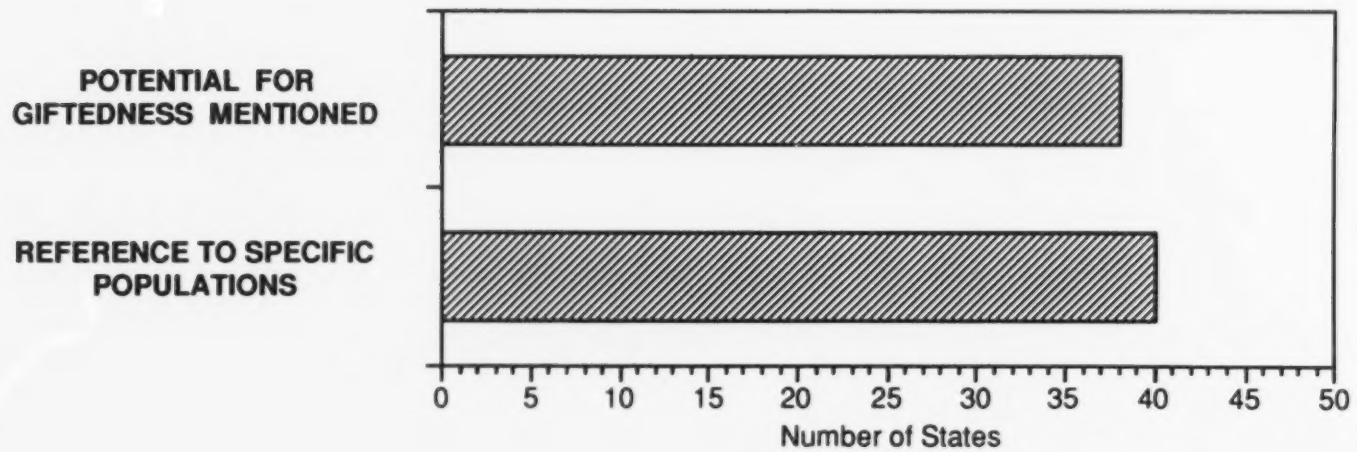
The first questions asked in this area dealt with the definitions of gifted students and the specific mention of special populations. We then identified types of giftedness included for each state. In looking at the ways states define "gifted," we focused on their inclusion of potential for giftedness as one indicator of concern for students from special populations. The notion of "potential for giftedness" was introduced in the Marland report (1972) and has played a valuable role in the realization that students may be gifted even if they are not demonstrating their abilities within the school framework. The potential for giftedness was included in 40 state definitions.

In addition to the inclusion of potential, we looked for specific references to gifted students from special populations. The documents were checked for references to culturally diverse populations, economically disadvantaged students, and disabled students. Thirty-eight states include specific references to these students within their gifted educational policies. In twelve states there was no specific mention. Figure 3 provides a visual summary of these data.

Multiple Types of Giftedness. The actual types of giftedness which states recognize were examined as an indication of options for gifted students from special populations who sometimes are overlooked due to narrow identification criteria and heavy reliance on IQ scores and performance measures. The types of giftedness included were: intelligence (IQ), achievement, creativity, artistic talent, leadership, critical thinking, psychomotor skills, psychosocial, and understanding one's cultural heritage. This last category is considered important when looking for students with significantly different cultural backgrounds.

Figure 3

**STATE POLICIES: INCLUSION OF POTENTIAL, AND
RECOGNITION OF SPECIAL POPULATIONS**



The primary areas recognized for gifted identification remain intelligence (IQ) and achievement (49 states include these), although a variety of other areas are included by several states. The number of states using multiple types of giftedness is shown in Figure 4. Creativity is included by 40 states, artistic abilities by 34, leadership by 28 states. Fifteen states include critical thinking, ten include psychomotor, nine states include psychosocial, and four states include an understanding of one's cultural heritage.

Standard Identification

This section was divided into two areas: screening and identification. Within each of these areas, we asked questions about sources of referral, testing practices, non-test input, and general identification procedures.

Screening. Screening was looked at as a separate area within the identification process because it can be crucial to the location and identification of students from special populations. Of the fifty states, 43 have policies directly related to the screening process, and other states mention the option of local districts to implement screening procedures. The timing of screening varies. Sixteen states include some type of screening for gifted students as part of their pre-kindergarten screening, and 45 states mention continuous screening from grades 1-12.

The sophistication and intensity of the screening process varies greatly from state to state. Most states which encourage formal screening procedures do, however, incorporate a variety of sources of information about students. Figure 5 shows the types of screening information included by states. Teacher nominations are still the most frequently cited source of screening information (46 states), followed by the use of standardized achievement tests, aptitude tests and parent nominations (45 states each). Forty-four states use products and work samples, 42 states include outside school achievements, 41 use creativity tests, and 25 use some type of curriculum-based assessment.

Figure 4

TYPES OF GIFTEDNESS IDENTIFIED BY STATE POLICY

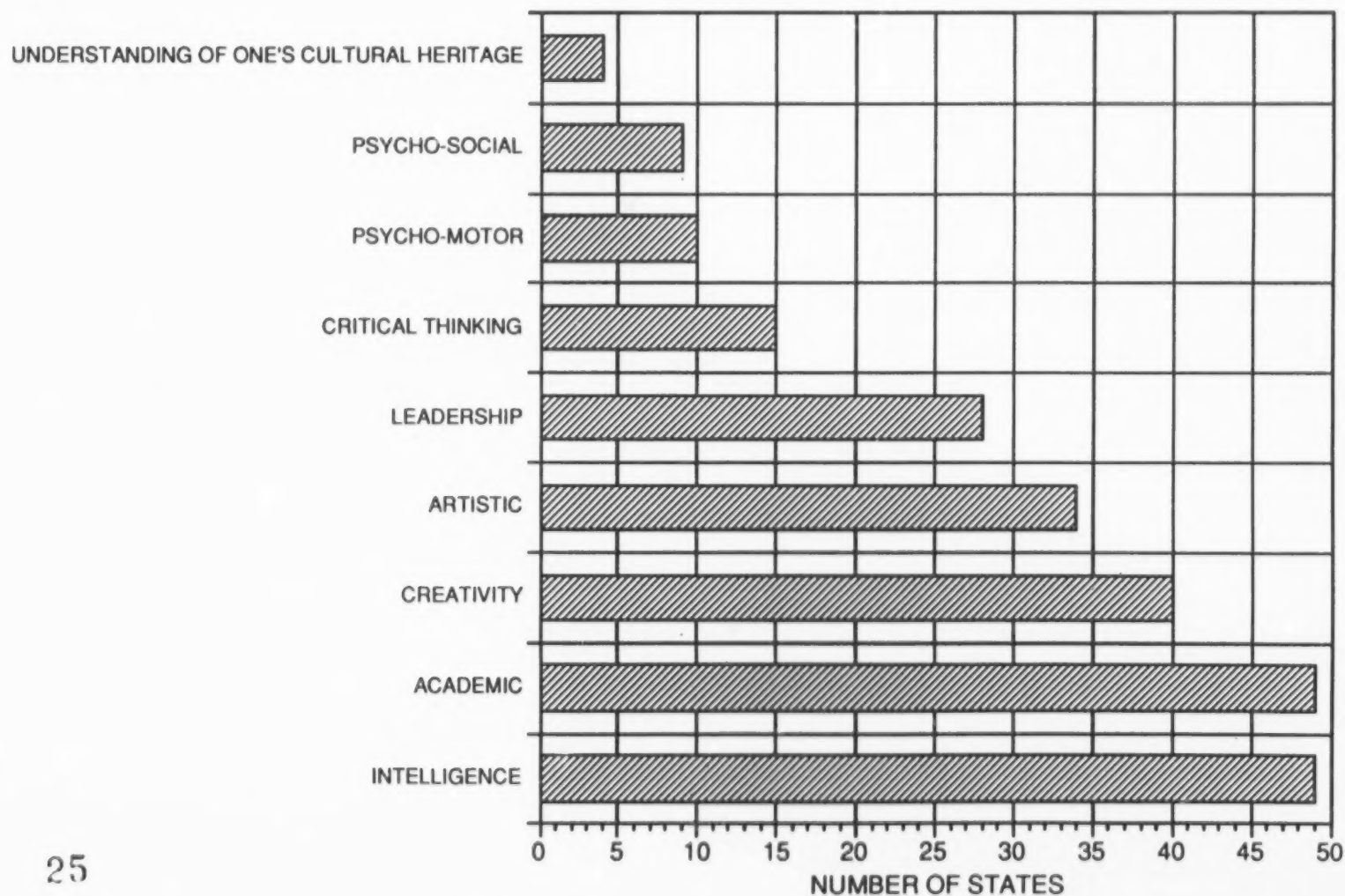
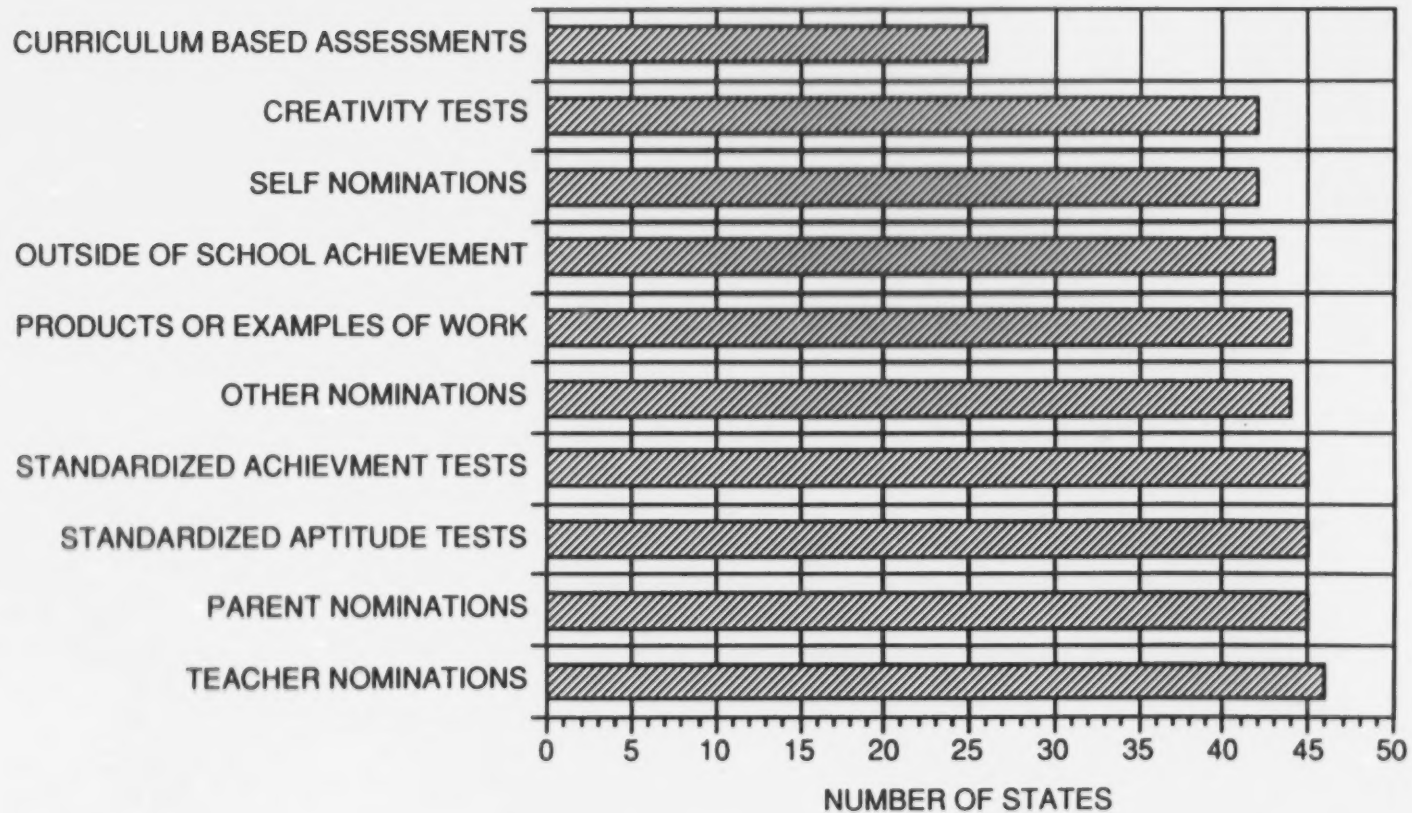


Figure 5

**SCREENING PROCESS:
POTENTIAL SOURCES OF INFORMATION FOR GIFTED
IDENTIFICATION**



Since screening does not guarantee identification, placement decisions were looked at as the next area under identification practices.

Identification/Placement. All 49 of the states which have state level policies related to gifted education use some form of standardized IQ and achievement test in their identification process. However, a variety of other sources are often included. Forty-six states allow work samples, and outside school activities, and 44 states use creativity tests. A number of states also include input from teachers (40), parents (38), others (37), and students (35), in making identification/placement decisions. Twenty-six states are using some type of curriculum-based assessment to help with identification/placement decisions. Figure 6 shows the permitted sources of information for identification.

In looking at multiple sources for the identification of gifted students, checklists (46) and matrixes (43) are included in many states policies.

Non-standard Identification

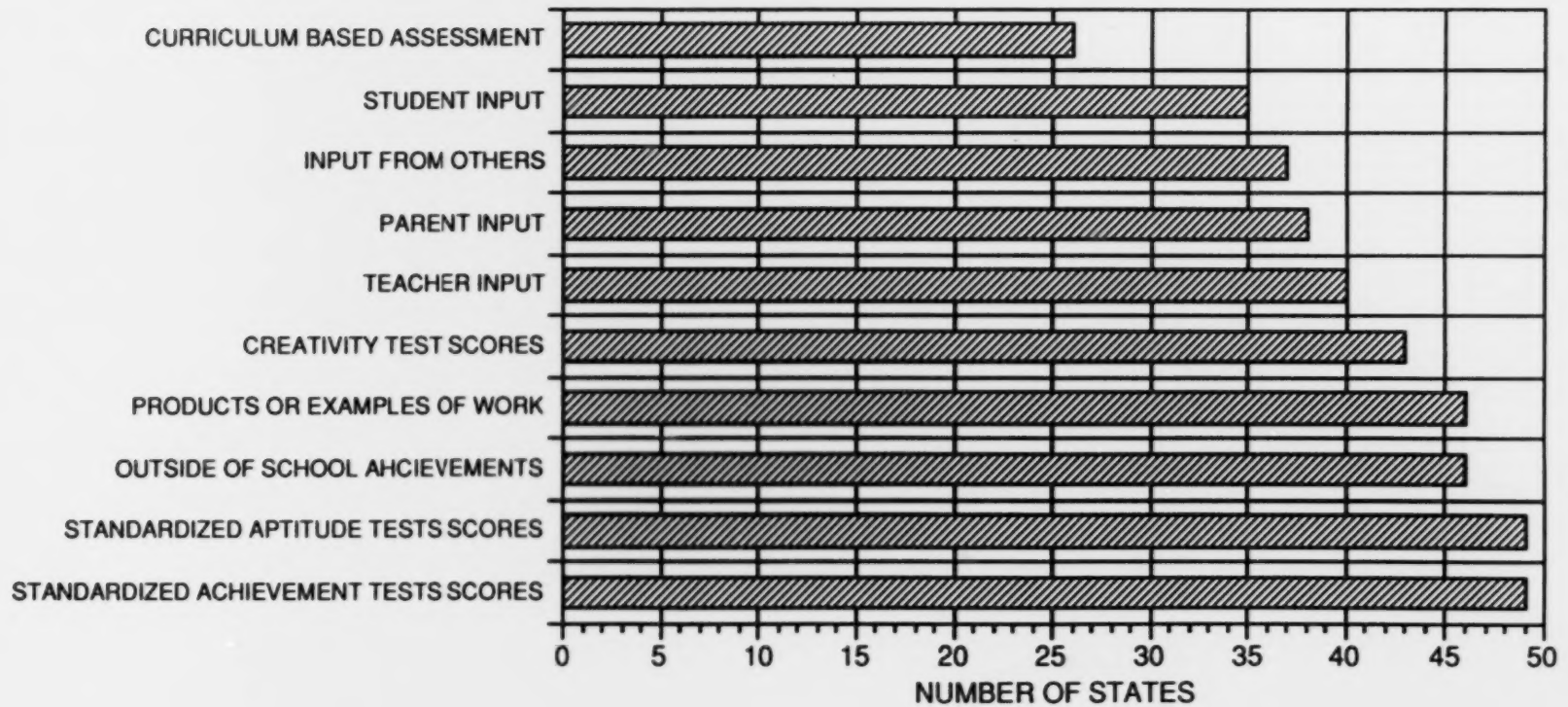
The issue of how students who do not fit the traditional identification practices can be identified is addressed in this section. Even with the best screening procedures and multiple identification criteria, students from special populations can still be overlooked.

One of the assumptions present in state policy which seeks out hidden talent from students in nontraditional cultures is that high intelligence is a constant property of the individual. Even if extraordinary talent is covered up by ragged clothes and unkempt hair, the assumption holds that all we need to do, once we have discovered it, is to take a trip to the barber shop and clothing store and then the talent will shine as bright as new.

However, our current understanding of the development of gifts and talents in young children does not fit this assumption (see Bloom, 1986; Frasier, 1991). Instead, there are crucial interactions of talent and a responsive environment that seem necessary to the full development of potential. That is why early identification and the creation of responsive environments become a high priority for educators and society.

Figure 6

**PERMITTED SOURCES OF INFORMATION USED IN THE
IDENTIFICATION OF GIFTED STUDENTS**



In looking at this issue, we examined policies related to the identification and placement of students who do not meet the standard criteria. In 43 states, policies encourage schools to serve students who fall into this category. However, six states have no specific policy related to these students.

In 39 states, different criterion can be used to identify students from special populations, seven states use some form of a quota system for inclusion, and 12 states allow trial placement or pre-placement experiences to assist with decisions.

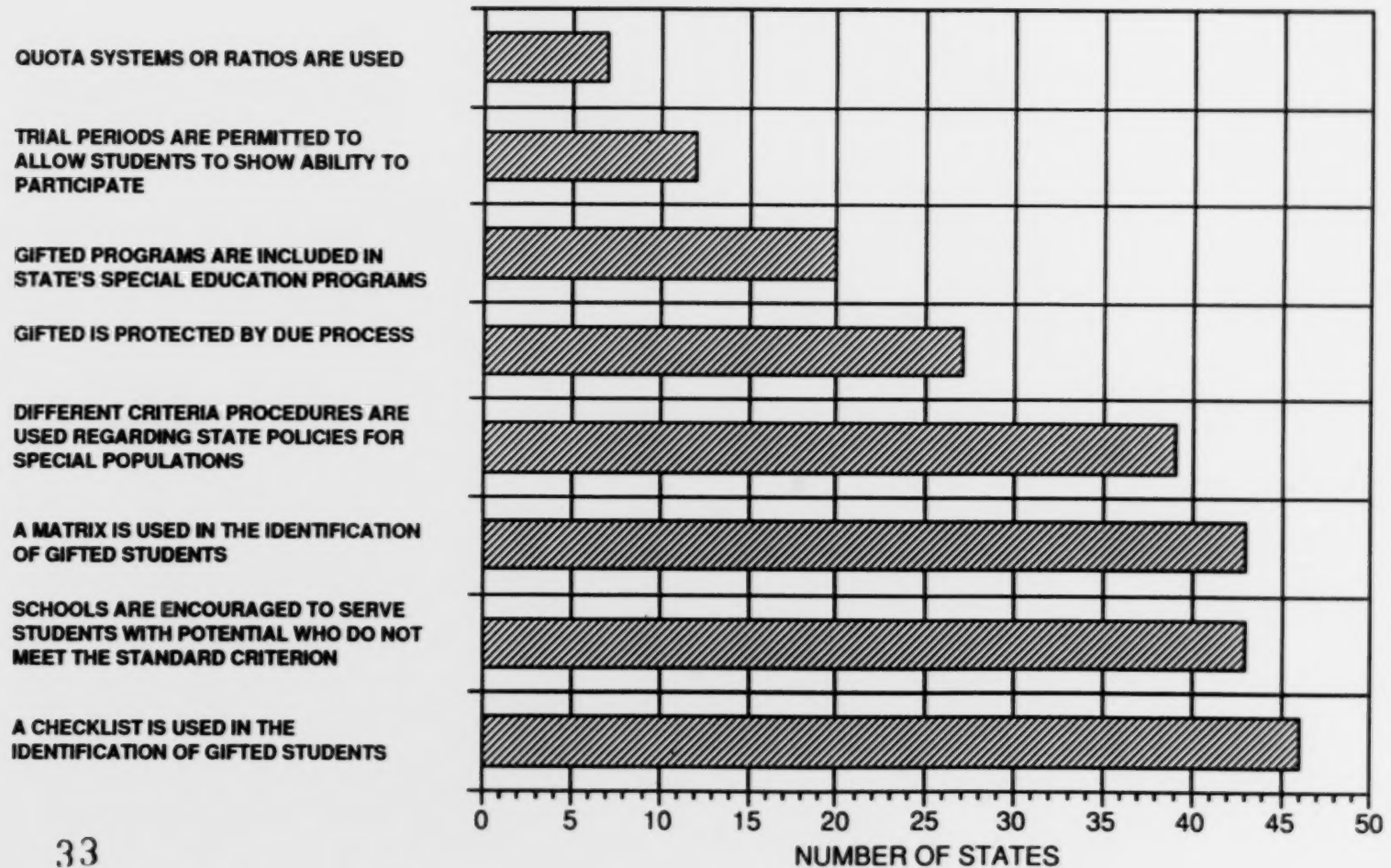
Due Process

Questions addressing options for redress to protect children's rights were asked in this section of the matrix. The issue of children's rights to appropriate modification of their school program are often tied to special education advocacy, legislation and litigation. In those states where gifted students fall under the auspices of special education policies, they are usually offered the same due process protection as other exceptionalities. As noted earlier, 23 state directors of gifted programs are housed within the area of special education; however, only 20 of these states incorporate gifted students in with their policies for other exceptionalities. In the remaining three states, gifted students are not included in definition of exceptional students, and separate policies have been developed. This means that in 20 states gifted education is incorporated into special education; and in 30 states it is not.

The grievance procedures available to students who feel that they have been inappropriately served by the educational system can play an important role in the redress of faulty identification and programming decisions. Twenty seven states include clear policies on due process for gifted students; 23 states do not. Figure 7 shows the data for state policies regarding non-standard identification of gifted students from special populations.

FIGURE 7

**STATE POLICIES ON NON-STANDARD IDENTIFICATION OF
GIFTED STUDENTS FROM SPECIAL POPULATIONS**



Specific Mention of Special Populations

In order to get to the heart of the states' policies addressing special populations, the language of the documents was carefully analyzed to see which populations were either specifically mentioned or could be inferred. Figure 8 shows the number of states which include references to specific groups of special populations.

In most cases where the states addressed special populations, their policies were inclusive of the specific groups of students from each population. Forty states referred to gifted students from culturally diverse backgrounds, 38 states included economically disadvantaged students, 37 states specifically mentioned learning disabled/gifted students, and 36 states recognized gifted students with other handicapping conditions.

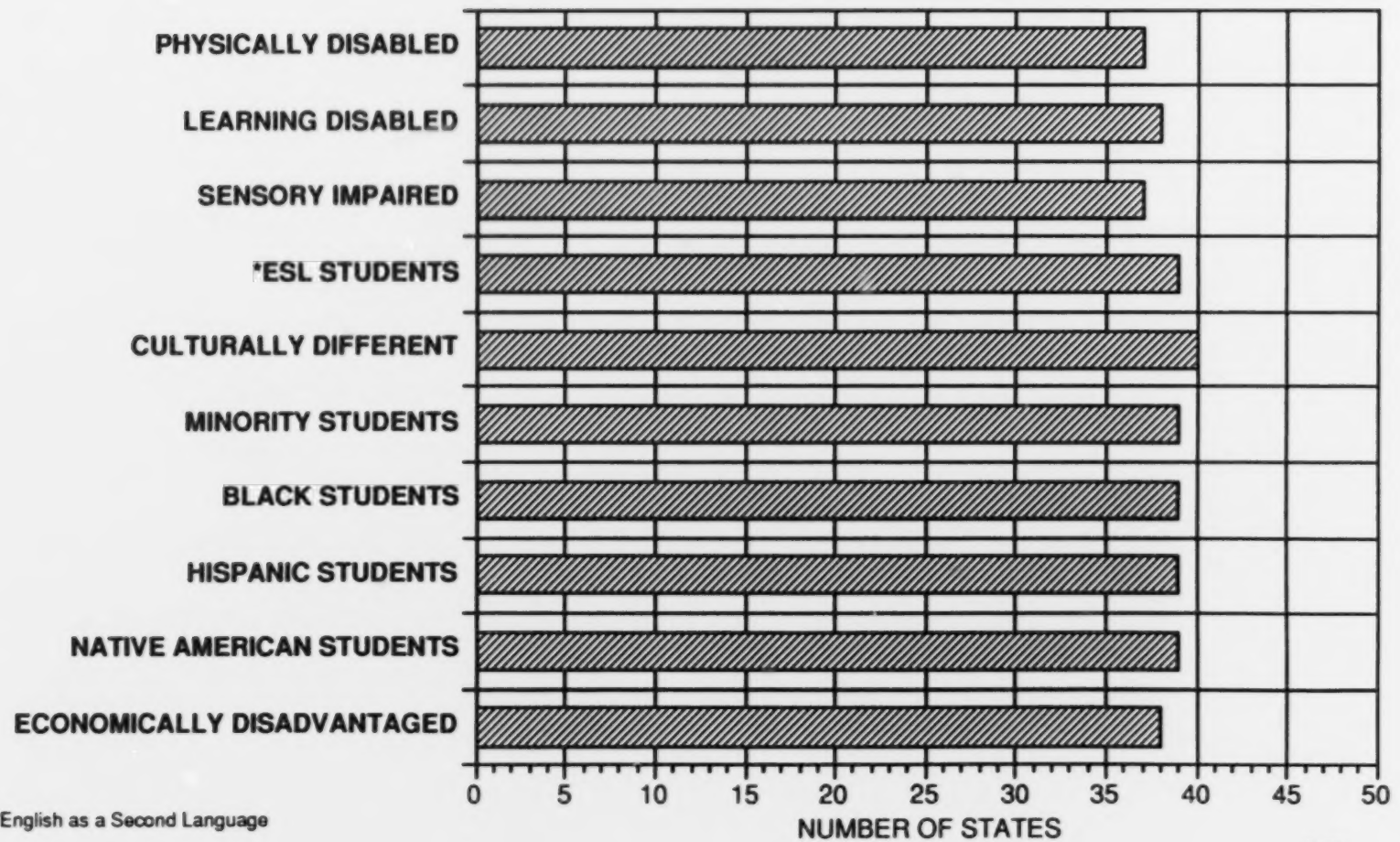
These policies reflect a sensitivity to the need for identification and services for gifted students from a variety of backgrounds. Attention to this need seems to be demonstrated through the written policy statements of most states. The results of these policies on actual services to gifted students from special populations warrants further investigation.

Conclusions

A review of the current state policies related to the identification of gifted students from special populations revealed a range of attention to this issue. The overall findings, however, show that the vast majority of states have addressed this issue through the development of written policies which call for the recognition, identification and provision of service for these non-traditional gifted students. The states have shown an awareness of these issues and have taken the first step toward addressing the need for greater inclusion of gifted students from special populations. The development of policies which permit local districts to extend services to students from underserved groups indicates a willingness to remove state level barriers to access, and, in most states, these barriers have been removed.

FIGURE 8

**SPECIAL POPULATIONS MENTIONED IN STATE POLICIES
FOR THE IDENTIFICATION OF GIFTED STUDENTS**



In spite of efforts through state policies to address this issue, the demographics of gifted programs still indicate that the number of gifted students from culturally diverse, economically disadvantaged, and disabled populations remains significantly below their proportion of the general population (Seaberg, 1991). If state policies are not imposing barriers to appropriate identification and services, then it is necessary to examine other obstacles preventing access to programs for gifted students.

At the current time, we can only speculate as to why gifted students from special populations remain underserved in spite of the existence of permissive state policies. There are several factors which should be explored further.

1. Communication of policy intent. There is sometimes a gap between the intent of state policies and the local districts interpretations of these policies. The need for clear communication from state level policy makers regarding what is permitted at the local level may assist with the development of local initiatives for these students.
2. Concern over numbers of students. There seems to be concern from some educational administrators that "opening the door" to non-traditional identification would result in substantially increasing the numbers of students and the costs for educational programs for gifted students which are already underfunded.
3. Availability of adequate resources. Some local districts may feel that they lack the resources, time, personnel, and expertise to extend gifted educational services to additional students whose needs are more diverse.

4. Building bridges for special populations. The relationship between school and populations which are economically disadvantaged and culturally diverse has often been tenuous, and there may be an even weaker link with programs for gifted students. Establishing a sense of "right to access" to programs designed for gifted students may increase inclusion of these students.

These are legitimate difficulties which local districts are facing. At this time, we do not know which, if any, of these issues affects the numbers of gifted students from special populations receiving services. We do know that finding, identifying, and serving these students is labor intensive and requires a strong commitment of effort and resources. The charge to provide an appropriate education for all students, however, includes a responsibility to look for creative and effective solutions to respond to the needs of the gifted underserved.

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Appendix

Appendix A: Content Analysis Matrix

CONTENT ANALYSIS

State Level Policy on Identification of Gifted Students

Gifted Education Policy Studies Program

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	
<u>Policies Regarding Legislation</u>																											
Is there a state coordinator for gifted?	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Is the state coordinator in special education?	2	2	0	2	0	0	2	2		2	0	0	2	0	0	0	2	2	2	2	0	0	0	0	2	0	
Is the state coordinator in testing and psychology?	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Is the state coordinator in curriculum?	0	0	0	0	0	2	0	0		0	0	2	0	2	0	2	0	0	0	0	0	2	2	0	0	0	
Is the state coordinator in another category?	0	0	2	0	1	0	0	0		0	1	0	0	0	2	0	0	0	0	0	1	0	0	1	0	1	
Is identification of gifted mandated?	2	2	2	2	2	0	2	0		2	2	2	2	2	0	2	2	2	2	2	0	0	0	0	0	2	
Are programs mandated with funding?	2	2	2	2	2	0	2	0		2	2	2	2	2	0	2	2	2	2	2	0	0	0	0	0	1	
Are programs mandated with (local) no funding?	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Are programs not mandated but urged?	0	0	0	0	0	2	0	2		0	0	0	0	0	2	0	0	0	0	0	2	0	2	2	2	0	
Is there no mention?	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	
<u>Policies Regarding Definitions of Gifted</u>																											
a. Populations																											
Is there reference to specific special populations?	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	
Is there general mention of the possibility of special populations?	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Is there is no mention of special populations?	0	0	0	0	0	0	0	0		2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	
b. Types of Gifted																											
Is general intelligence and aptitude identified?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	
b. Types of Gifted (continued)																											
Is academic aptitude identified?	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Is creativity identified?	2	2	0	2	2	2	2	2		0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2
Is artistic talent identified?	0	0	0	0	2	2	2	2		0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2
Are visual arts identified?	0	0	0	0	2	2	2	2		0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2
Are performing arts identified?	0	0	0	0	2	2	2	2		0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2
Is psycho-motor ability identified?	0	0	0	0	1	0	0	2		0	0	2	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0
Is leadership identified?	0	0	0	0	2	2	0	2		0	0	2	2	2	2	2	0	2	0	0	0	2	2	2	0	0	0
Is psycho-social ability identified?	0	0	0	0	1	2	0	0		0	0	2	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0
Is critical thinking identified?	0	0	0	0	2	2	0	0		0	0	1	0	2	2	0	0	0	0	0	0	1	0	2	0	1	0
Is an understanding of ones cultural heritage identified?	0	0	0	0	1	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Potential for giftedness mentioned?	2	0	0	2	2	2	2	2		2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2
Policies Regarding Standard Identification																											
Is there a policy on screening students for gifted identification?	2	2	2	2	1	2	2	2		0	2	2	2	2	2	2	2	2	2	2	2	1	0	2	2	2	2
a. Screening																											
1. Nomination																											
Are self nominations accepted?	0	1	1	2	1	2	1	2		0	2	2	2	2	2	2	0	2	0	2	2	1	1	2	2	2	2
Are parent nominations accepted?	2	2	1	2	1	2	2	2		0	2	2	2	2	2	2	0	2	2	2	2	1	1	2	2	2	2
Are teacher nominations accepted?	2	2	1	2	1	2	2	2		0	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2
Are other source nominations accepted (community, etc.)?	0	2	1	2	1	2	2	2		0	2	2	2	2	1	2	0	2	2	2	2	1	1	2	2	2	2
2. Tests																											
Are standardized achievement tests used?	1	1	1	2	1	2	2	2		0	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2
Are creativity tests used?	1	1	1	2	1	2	2	2		0	0	1	2	1	2	2	0	2	2	1	2	1	1	2	2	2	2
Are standardized aptitude tests used?	1	1	1	2	1	2	2	2		0	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
2. Tests (continued)																										
Are curriculum based assessments used in screening?	1	1	1	0	1	2	0	1		0	0	0	0	1	2	2	1	0	2	1	0	1	1	0	0	0
3. Non-Test Information																										
Are products, or examples of work considered in screening?	1	1	1	2	1	2	2	2		0	0	2	2	1	2	2	1	1	2	2	2	1	1	2	2	2
Are outside of school achievements considered in screening?	1	1	1	2	1	2	2	2		0	0	1	2	1	2	2	0	1	2	2	1	1	1	2	2	2
Is a checklist of characteristics used in screening?	1	1	1	2	1	2	2	2		0	0	2	2	1	2	2	2	2	2	2	2	1	1	2	2	2
Is a matrix used to assemble information?	0	1	1	0	1	0	2	1		0	0	2	0	1	2	2	0	0	2	0	0	1	1	2	2	2
4. General Screening																										
Does screening take place prior to school admissions (pre-K)?	0	2	0	0	0	0	0	1		0	0	0	1	1	2	0	0	0	2	1	0	1	2	1	0	2
Does screening take place in K-1 grades?	2	2	2	2	1	2	1	2		0	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	2
Does screening take place in 2nd-3rd grades?	2	2	2	2	1	2	1	2		0	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	2
Is there continued screening in grades 4 and up?	2	2	2	2	1	2	1	2		0	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	2
b. Identification--Standard Procedure																										
1. Selection																										
Are self selection accepted?	0	1	1	2	1	2	1	2		0	0	2	2	2	2	1	0	2	0	2	2	1	1	2	2	2
Are parent selections accepted?	0	1	1	2	1	2	2	2		0	0	2	2	2	2	1	0	2	2	2	2	1	1	2	2	2
Are teacher selections accepted?	2	1	1	2	1	2	2	2		0	0	2	2	2	2	1	2	2	2	2	2	1	1	2	2	2
Are other source selections accepted (community, etc.)?	0	1	1	2	1	2	2	2		0	0	2	2	2	2	1	0	2	2	2	2	1	1	2	2	2
2. Tests																										
Are standardized achievement test scores included?	2	1	2	2	1	2	2	2		1	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are standardized aptitude test scores included?	2	1	2	2	1	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Are curriculum based assessments used? Identified?	0	1	1	0	1	2	2	1		0	0	0	2	1	0	2	1	0	0	1	0	1	1	0	1	0
Are creativity test scores included?	2	1	1	2	1	2	2	2		0	0	2	2	2	1	2	0	2	2	1	2	1	1	2	2	2
3. Non-Test Information																										
Are products, or examples of work considered in identification?	0	1	1	2	1	2	2	2		1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	1
Are outside of school achievements considered in identification?	0	1	1	2	1	2	2	2		1	0	2	2	2	1	2	1	1	2	2	1	1	1	2	2	2
Is a checklist of characteristics used in identification?	2	1	1	2	1	2	2	2		2	0	2	2	1	1	2	1	2	2	2	2	1	1	2	2	2
c. Selection of Students																										
Is a profile used to assemble information for identification?	1	1	1	1	0	0	2	1		0	0	2	2	1	2	2	0	0	2	0	0	1	1	2	1	1
Is input on grades considered?	1	1	1	2	1	2	2	2		1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are products and project examples considered?	1	1	1	2	1	2	2	2		1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Is creativity considered?	2	1	1	2	1	2	2	2		0	0	2	2	2	2	2	1	2	2	2	2	1	1	2	2	2
Is task commitment considered?	0	1	1	2	1	0	2	0		0	0	2	0	0	0	2	0	0	0	1	0	1	1	1	1	1
Is leadership considered?	0	1	1	0	2	2	2	0		0	0	2	1	1	0	2	0	2	0	1	1	1	1	2	1	1
Are characteristics of gifted learners considered?	2	1	1	2	2	2	2	2		2	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
<u>Policies Regarding Non-Standard Identification</u>																										
Are schools encouraged to serve students with potential who do not meet the standard criterion?	2	1	2	2	2	2	2	2		0	2	2	2	2	2	2	2	2	0	2	2	1	2	2	2	1
Are different identification criteria procedures used for special populations?	2	1	1	2	2	0	1	2		0	2	2	2	1	2	2	1	2	2	2	0	1	1	2	2	1
Are quota systems or ratios used for special populations of students	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0
Are trial period identifications permitted to allow students to show ability to participate?	0	0	0	1	1	0	2	0		0	0	2	0	0	0	0	0	0	0	1	0	1	1	0	0	0

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	
<u>Policies Regarding Due Process and Grievances Procedures</u>																											
Is gifted education included in state's special education programs?	2	2	0	2	0	0	2	2		2	2	0	2	0	0	0	2	2	2	0	0	0	0	0	2	0	
Is gifted protected by due process?	2	2	1	0	0	0	2	0		2	0	2	2	0	2	0	2	0	2	0	0	0	0	0	0	0	
Are procedural guidelines laid out for due process intervention?	2	2	1	0	0	0	2	0		2	0	2	2	0	2	0	2	0	2	0	0	0	0	0	0	0	
<u>Policies Regarding Explicit Identification of Special Populations of Gifted Students</u>																											
Are physically disabled gifted students included?	1	1	2	2	2	2	2	2		0	2	2	2	2	0	2	0	2	1	2	2	1	2	2	2	0	
Are learning disabled gifted students included?	1	1	2	2	2	2	2	2		0	2	2	2	2	2	2	0	2	1	2	2	1	2	2	2	0	
Are sensory impaired gifted included?	2	1	2	2	2	2	2	2		0	2	2	2	2	0	2	0	2	1	2	2	1	2	2	2	0	
Are English as a second language gifted included?	2	2	2	2	2	2	1	1		0	1	2	1	2	2	2	1	1	1	2	1	1	1	1	2	0	
Are culturally different gifted included?	2	2	2	2	2	2	1	2		0	2	2	2	2	2	2	2	1	1	2	2	1	2	1	2	0	
Are minority gifted included?	1	1	1	2	1	2	1	1		0	1	2	2	1	2	2	1	2	1	1	1	1	1	1	1	0	
Are Black students included?	1	1	1	1	1	1	1	1		0	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0	
Are Hispanic students included?	1	1	1	1	1	1	2	1		0	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0	
Are American Indian students included?	1	1	1	1	1	1	1	1		0	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0	
Are other ethnic or racial groups included?	1	1	1	1	1	1	1	1		0	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1	0	
Are economically disadvantaged gifted included? (free lunch)	2	1	2	2	2	2	0	2		0	2	2	2	2	2	2	0	2	1	2	2	1	1	2	2	0	
Is additional funding beyond gift provisions provided for special populations?	0	0	1	0	1	0	0	0		0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	0	

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	
<u>Policies Regarding Legislation</u>																											
Is there a state coordinator for gifted?	2	2	2	0	1	2	2	2	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	
Is the state coordinator in special education?	0	2	0	0	0	2	0	2	2	2	0	2	2		2	0	0	2	0	0	0	0	2	2	0	0	
Is the state coordinator in testing and psychology?	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Is the state coordinator in curriculum?	2	0	0	0	0	0	0	0	0	0	0	0	0		1	0	0	0	2	2	0	0	0	0	0	0	
Is the state coordinator in another category?	0	0	2	0	2	0	2	0	0	0	1	0	0		0	0	1	0	1	0	0	2	0	0	2	2	
Is identification of gifted mandated?	0	0	0	0	2	2	0	2	0	2	2	2	2		2	2	2	2	2	2	0	2	0	2	2	0	
Are programs mandated with funding?	0	0	0	0	0	2	0	2	0	2	2	2	2		2	2	2	2	2	2	0	2	0	2	2	0	
Are programs mandated with (local) no funding?	0	0	0	0	2	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Are programs not mandated but urged?	0	2	2	2	0	0	2	0	2	0	0	0	0		0	0	0	0	0	0	0	0	2	0	0	2	
Is there no mention?	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	2	0	0	0	0	0	
<u>Policies Regarding Definitions of Gifted</u>																											
a. Populations																											
Is there reference to specific special populations?	0	2	2	0	2	0	2	2	0	2	2	2	2		2	0	0	0	2	2	0	2	2	2	2	0	
Is there general mention of the possibility of special populations?	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Is there is no mention of special populations?	2	0	0	2	0	2	0	0	2	0	0	0	0		0	2	2	2	0	0	2	0	0	0	0	2	
b. Types of Gifted																											
Is general intelligence and aptitude identified?	2	2	2	2	2	2	2	2	1	2	2	2	2		1	2	2	2	2	2	0	2	2	2	2	2	
Is academic aptitude identified?	1	2	2	2	2	2	2	2	1	2	1	2	1		1	2	2	2	2	2	0	2	2	2	2	2	
Is creativity identified?	1	2	2	2	2	2	0	0	1	2	1	1	2		1	0	2	0	2	2	0	2	2	0	2	2	

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
b. Types of Gifted (continued)																										
Is artistic talent identified?	1	2	2	2	2	0	2	0	1	2	1	1	0		1	2	0	0	2	2	0	2	0	0	2	2
Are visual arts identified?	1	2	2	2	2	0	2	0	1	2	1	1	0		1	2	0	0	2	2	0	2	0	0	2	2
Are performing arts identified?	1	2	2	2	2	0	2	0	1	2	1	1	0		1	2	0	0	2	2	0	2	0	0	2	2
Is psycho-motor ability identified?	1	0	0	0	2	0	0	0	1	0	0	0	0		1	0	0	0	2	0	0	0	0	0	0	0
Is leadership identified?	1	2	2	2	2	0	0	0	1	0	1	1	1		1	0	2	0	2	2	0	1	0	0	2	2
Is psycho-social ability identified?	1	0	0	0	2	0	0	0	1	0	0	0	0		1	0	0	0	0	0	0	0	0	0	0	0
Is critical thinking identified?	1	2	0	0	1	2	0	0	1	0	0	0	0		1	0	0	0	0	2	0	0	0	0	0	0
Is an understanding of ones cultural heritage identified?	0	0	0	0	1	0	0	0	1	0	0	0	0		1	0	0	0	0	0	0	0	0	0	0	0
Potential for giftedness mentioned?	2	2	2	2	1	0	2	2	1	0	2	2	2		0	2	2	2	2	2	0	2	0	2	2	2
<u>Policies Regarding Standard Identification</u>																										
Is there a policy on screening students for gifted identification?	1	0	0	0	2	2	2	2	2	2	2	2	2		2	2	2	2	2	1	0	2	2	0	2	2
a. Screening																										
1. Nomination																										
Are self nominations accepted?	1	2	0	0	2	2	2	2	1	2	2	2	0		1	2	2	1	2	1	0	2	2	2	2	2
Are parent nominations accepted?	1	2	0	0	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	2	2	2
Are teacher nominations accepted?	1	2	0	0	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	2	2	2
Are other source nominations accepted (community, etc.)?	1	2	0	0	1	2	2	2	1	2	2	2	2		1	2	2	1	2	1	0	2	2	2	2	2
2. Tests																										
Are standardized achievement tests used?	1	2	0	0	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	0	2	2
Are creativity tests used?	1	2	0	0	1	2	2	2	1	2	2	1	2		1	1	1	0	1	1	0	2	2	0	2	2
Are standardized aptitude tests used?	1	2	0	0	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	0	2	2
Are curriculum based assessments used in screening?	1	2	0	0	2	0	1	2	1	1	0	0	2		1	0	0	0	0	1	0	0	0	0	1	2

		MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
3. Non-Test Information																											
Are products, or examples of work considered in screening?		1	2	0	0	2	2	2	2	1	1	2	2	2		1	2	2	2	1	1	0	2	2	0	2	2
Are outside of school achievements considered in screening?		1	2	0	0	1	2	2	2	1	1	2	2	2		1	2	1	2	1	1	0	2	2	0	2	2
Is a checklist of characteristics used in screening?		1	1	0	0	2	1	2	2	1	1	2	2	2		1	1	1	2	2	1	0	2	2	0	2	2
Is a matrix used to assemble information?		1	1	0	0	2	1	0	0	1	0	1	2	2		1	2	0	0	0	1	0	1	0	0	0	0
4. General Screening																											
Does screening take place prior to school admissions (pre-K)?		1	0	0	0	0	2	0	0	0	0	0	1	1		0	0	0	0	0	1	0	0	0	0	0	0
Does screening take place in K-1 grades?		1	1	0	0	1	2	2	2	1	2	1	2	2		1	2	2	2	2	1	0	2	1	0	2	1
Does screening take place in 2nd-3rd grades?		1	1	0	0	1	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	1	0	2	1
Is there continued screening in grades 4 and up?		1	1	0	0	1	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	1	0	2	1
b. Identification--Standard Procedure																											
1. Selection																											
Are self selection accepted?		1	2	0	1	2	0	2	0	1	0	1	2	0		1	2	2	0	2	1	0	2	0	0	2	2
Are parent selections accepted?		1	2	0	1	2	0	2	0	1	0	1	2	0		1	2	2	2	2	1	0	2	0	0	2	2
Are teacher selections accepted?		1	2	0	1	2	0	2	0	1	0	1	2	0		1	2	2	2	2	1	0	2	0	0	2	2
Are other source selections accepted (community, etc.)?		1	2	0	1	2	0	2	0	1	0	1	2	0		1	2	2	1	2	1	0	2	0	0	2	2
2. Tests																											
Are standardized achievement test scores included?		1	2	2	1	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	2	2	2
Are standardized aptitude test scores included?		1	2	2	1	2	2	2	2	1	2	2	2	2		1	2	2	2	2	1	0	2	2	2	2	2

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Are curriculum based assessments used? Identified?	1	2	0	0	2	0	1	2	1	1	1	2	2		0	0	0	0	0	1	0	0	0	0	0	2
Are creativity test scores included?	1	2	2	1	2	2	2	0	1	2	1	2	1		1	2	2	0	2	1	0	2	2	0	2	2
3. Non-Test Information																										
Are products, or examples of work considered in identification?	1	2	1	1	2	2	2	2	1	2	1	2	1		1	2	1	2	2	1	0	2	1	0	2	2
Are outside of school achievements considered in identification?	1	2	1	1	2	2	2	2	1	2	1	2	1		1	2	1	2	2	1	0	2	1	0	2	2
Is a checklist of characteristics used in identification?	1	1	1	1	2	1	2	0	1	2	1	2	2		1	2	2	2	2	1	0	2	1	0	2	2
c. Selection of Students																										
Is a profile used to assemble information for identification?	1	1	0	0	2	1	0	2	1	2	1	2	0		1	2	0	0	0	1	0	1	0	0	0	2
Is input on grades considered?	1	1	0	1	2	2	2	2	1	2	1	2	2		1	2	1	2	2	1	0	2	1	1	2	2
Are products and project examples considered?	1	2	1	1	2	2	2	2	1	2	1	2	2		1	2	1	2	2	1	0	2	1	0	2	2
Is creativity considered?	1	2	1	1	2	2	2	0	1	2	1	2	2		1	2	2	1	2	1	0	2	2	0	2	2
Is task commitment considered?	1	1	0	1	2	1	1	0	1	0	1	1	1		1	1	1	1	2	1	0	1	0	0	2	2
Is leadership considered?	1	2	1	1	2	2	1	0	1	0	1	2	1		1	0	1	1	2	1	0	1	0	0	2	2
Are characteristics of gifted learners considred?	1	2	2	1	2	2	2	0	1	2	1	2	2		1	2	2	2	2	1	0	2	2	2	2	2
<u>Policies Regarding Non-Standard Identification</u>																										
Are schools encouraged to serve students with potential who do not meet the standard criterion?	2	2	2	2	2	0	2	2	0	0	2	2	2		2	2	2	0	2	2	0	2	2	2	2	2
Are different identification criteria procedures used for special populations?	1	1	1	0	2	0	0	1	1	0	2	2	2		1	2	1	0	2	1	0	2	1	2	2	0
Are quota systems or ratios used for special populations of students	1	1	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	1	1	0	0	0	0	0	0
Are trial period identifications permitted to allow students to show ability to participate?	1	0	0	0	1	0	0	0	0	0	0	1	0		0	2	0	0	0	1	0	0	0	0	2	0

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	
<u>Policies Regarding Due Process and Grievences Procedures</u>																											
Is gifted education included in state's special education programs?	0	0	0	0	0	2	0	2	2	2	0	2	2		0	0	0	2	0	0	0	0	0	2	0	0	
Is gifted protected by due process?	0	2	2	0	2	2	0	2	0	0	0	2	2		0	2	2	2	2	2	0	2	2	2	2	1	
Are procedural guidelines laid out for due process intervention?	0	2	2	0	2	2	0	2	0	0	0	2	2		0	2	2	2	2	2	0	2	2	2	2	1	
<u>Policies Regarding Explicit Identification of Special Populations of Gifted Students</u>																											
Are physically disabled gifted students included?	0	1	2	0	1	0	2	2	0	2	2	2	2		2	0	0	0	2	2	0	2	2	2	2	0	
Are learning disabled gifted students included?	0	1	2	0	1	0	2	2	0	2	2	2	2		2	0	0	0	2	2	0	2	2	2	2	0	
Are sensory impaired gifted included?	0	1	2	0	1	0	2	2	0	2	2	2	2		2	0	0	0	2	2	0	2	2	2	2	0	
Are English as a second language gifted included?	0	1	1	0	1	0	2	1	0	1	2	1	2		2	0	0	0	2	2	0	2	2	2	2	0	
Are culturally different gifted included?	0	1	2	0	2	1	2	2	0	1	2	2	2		1	0	0	0	2	2	0	2	2	1	2	0	
Are minority gifted included?	0	2	1	0	2	1	1	1	0	2	2	2	2		1	0	0	0	2	1	0	2	1	0	1	0	
Are Black students included?	0	1	1	0	1	1	1	1	0	1	2	1	2		1	0	0	0	1	1	0	1	1	0	1	0	
Are Hispanic students included?	0	1	1	0	1	1	1	1	0	1	2	1	2		1	0	0	0	1	1	0	1	1	0	1	0	
Are American Indian students included?	0	1	1	0	1	1	1	1	0	1	2	1	2		1	0	0	0	1	1	0	1	1	0	2	0	
Are other ethnic or racial groups included?	0	1	1	0	1	0	1	1	0	1	2	2	2		1	0	0	0	1	1	0	1	1	0	1	0	
Are economically disadvantaged gifted included? (free lunch)	0	2	2	0	1	1	2	2	0	2	2	2	2		2	0	0	0	2	2	0	2	2	2	2	0	
Is additional funding beyond gift provisions provided for special populations?	0	0	0	0	0	0	0	0	0	2	0	0	2		0	0	0	0	0	0	0	0	0	0	0	0	

Appendix B: Content Analysis Guidelines

GUIDELINES FOR THE CONTENT ANALYSIS
OF STATES' POLICY DOCUMENTS
CODING GUIDELINES

- YES = 2: In order to code as "yes," information must be specifically stated within the documents.
- DOT = 1: In order to code with as 1, information must be inferred but NOT specifically stated, or, the question must not be answerable with a clear "yes" or "no" based on the information provided.
- NO = 0: In order to code as "no," information must be specifically included as a negative, or, cannot be inferred from the information provided.

CLARIFICATION ON QUESTIONS

1. Legislation

- a. In order to be coded 2, the specific information must be provided.

EX: "Gifted is one exception mandated for service in the 'Alabama Exceptional Child Education Act (106)."

EX: Information concerning the existence of a coordinator and where the gifted office is located can be gotten from letter head/cards/other source with materials: "Martha Bass, Administrator, Programs for Gifted and Talented, Exceptional Children's Services...."

2. Definitions

- a. Within the document, is there a list of special populations included? Just general mention that some special populations exist, or, no reference to special populations. (This is to look at how much attention seems to be given to recognizing special populations from the States policies.)

EX: "...the student is economically, culturally and/or environmentally disadvantaged." (This would be coded as 2 for specific populations.)

- b. In order to code 2, the type of giftedness must be specifically mentioned.

EX: "...gifts, or the potential for their development, will include above average intellectual ability, task commitment/motivation, and creativity." (In this case, task commitment is not listed on the content sheet and so a written comment would need to indicate that in this state task commitment was included. Note that potential is specifically mentioned.)

(The inclusion of cultural heritage is designed to allow for this indicator with specific cultures like American Indians.)

3. Standard Identification

- a. Do the state policies include a mention of the need for screening the general population to locate gifted students? If so, what types of indicators are looked at (IQ, aptitude, creativity, nominations, products, grades, etc.).

EX: "...procedures to insure that potential gifted students are located include parental, teacher, and self referral..." (This would be coded 2 for screening procedure and 2 for those types of information listed, in this case 'other source nominations,' would get a 1.)

(If no specific mention of ages for screening are given, then a 1 should be used to infer ages based on identification periods.)

- b. With the selection process, the information must be sought out specifically for identification, not just screening. In other words, a state may use "self-nomination" to help form an initial pool of students, but then may rely on standardized test to actually identify students as "gifted."

EX: "A student may be determined eligible for the gifted program when he/she has attained: (1) A full scale score of 130 on the WISC-R..." (This is coded 2 for standardize aptitude.)

4. Non-standard Identification

- a. This section is looking at policies that specifically encourage the identification of special needs students. The existence of DIFFERENT procedures or criterion used to locate or identify students who do not meet the standard criterion.

EX: "For students who qualify on the gifted checklist as disadvantaged, the score on the intelligence test shall be one standard deviation unit above the mean." (This would get a 2 for different identification criterion.)

5. Due Process

- a. Do the policies specifically mention "Due Process" as a vehicle to redress identification problems? If gifted education is included in the states exceptional children's program, but no specific mention of due process is made than 1 should be used.

EX: "The Impartial Due Process Hearing procedures for gifted students shall be the same as for handicapped students...[guidelines given next]." (This would be coded as 2 for all three questions.)

6. Identification of Special Populations

- a. In order to be coded as 2, the population must be specifically mentioned. In cases where "culturally different" appears with no details as to which cultures are referred to, a 1 should be used for minority, Black, Hispanic, American Indian, and others, as well as ESL.

EX: "Instruments and procedures used in the identification process are non-discriminatory with respect to race, culture or economic background, religion, national origin, sex, or handicapping condition." (This would get 2 for culture, economic, and other, however, it gets a 1 for the additional questions.)

(If "handicap" is mentioned, then a 2 can be given to Physically Disabled, Learning Disabled, and Sensory Impaired.)